

## Shoshone (Duck Valley) Federally Recognized Tribal Extension Program Ripple Effects Mapping Findings

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The Indian Land Tenure Foundation (ILFT) engaged in a joint collaboration with an evaluation team and the Western Extension Risk Management Education Center to measure the long-term impacts of the Federally Recognized Tribal Extension Program (FRTEP) serving the Shoshone (Duck Valley) Tribe. In order to collect this information, the evaluation team used a tool called Ripple Effects Mapping (REM). REM is a storytelling technique that is used to collect stories and experiences from community members. The results at the completion of a Ripple Effects Mapping included both a visual map and a set of narratives that were subsequently analyzed.

The data from 31 FRTEP programs was summarized into a final report – *“Mapping FRTEP Impacts in Indian Country”* and published in March 2022 for the purpose of demonstrating the collective value of the programs. This report can be found [Measuring FRTEP's success - Tribal Extension](#)

In June 2021, a virtual Ripple Effects Mapping event was held with Shoshone (Duck Valley) Tribal members and others in the community who benefited from FRTEP programs or were aware of the impact of this programming. Those participating in the online event may have included farmers/ranchers, community members including agency and/or Tribal leadership, high school students, 4-H members, and others. Tribal and community members joined either online or by phone.

During the session, participants had the opportunity to tell us stories about how they have benefited from having FRTEP in their community. A facilitator led the conversation, asking each Tribal and/or community member to share their story one at a time. Questions participants were asked to consider included:

1. *Tell us a story about how one of these programs has had an impact on your Tribal community.*
2. *Are you or your family doing anything differently as a result of these programs?*
3. *What has been a personal benefit to you or your family because of these programs?*
4. *What has been the most helpful part of these programs for you, your family, or your Tribal community?*

As individuals spoke, their stories were both recorded and mapped into digital mapping software in order to visually display the impact. No individual's names are included in this data set or the final report mentioned above. Following the REM, those stories were analyzed using the FRTEP priority program areas to determine the ways in which the FRTEP has impacted the Tribe and surrounding community. Additionally, the data was also analyzed to understand ways in which the COVID-19 pandemic has had an impact on programming.

This report includes all of the stories collected from the Shoshone (Duck Valley) Tribe.

- Page 2 shows examples of ways you can use this information.
- Page 3 summarizes in themes and subthemes the ways in which the FRTEP program and you as the FRTEP educator/agent had impact in your Tribal community.
- Pages 4-9 includes these themes and all of the stories collected from your REM event.
- Page 10 is an image of the full REM Map, which is also attached as a PDF for reprinting. Additionally, a laminated poster of your REM MAP is being mailed to you, to share with community members, Tribal leaders and others vested in your programs.

If you would like to have an opportunity to discuss in further detail and/or have questions, we can set up a Zoom meeting with one of the Ripple Effects Mapping team members.

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## **How you can use your Ripple Effects Mapping data:**

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Storytelling is a powerful technique that can be used in many different ways. Your stories from REM helped us understand the impacts and value of FRTEP that can be shared with funders, Tribal members and leadership. More than numbers, stories can reveal needs, achievements and emotional real-life impacts. Your story examples can be used multiple ways to elevate the importance of the work that you are doing and to demonstrate the collective impact that it is having in your community

## **Here are three ways you can use the two edited story examples (below) while also utilizing the report's themes and subthemes to demonstrate the impacts this program is having:**

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### **Within the Community**

- Stories can be shared or incorporated into community celebrations and/or events.
- Communicated to your Advisory Committee to help build capacity for future programming.

### **In Reports**

- Prepared reports Tribal Council members and other community leaders with story examples, themes and subthemes that show how FRTEP is working to accomplish the priority areas established by the Tribal Advisory Council; and which relay the benefits, impacts and other indicators of success as a result of FRTEP.
- Prepared reports for your 1862 Land Grant University or your 1994 Tribal College or University leadership with story examples embedded and that include the themes and sub themes from each of the program's priority areas. Highlight how the Ripple Effects Mapping session empowered community members to share their stories and the benefits inherent in discovering the successes brought about by the program

### **In Grant Applications**

- Having a solid evaluation plan is critical to writing a successful grant application. Including outcomes from the Ripple Effects Mapping demonstrates the long-lasting impacts of FRTEP and uses a culturally appropriate approach to do so.

*In summary, the stories and data that you have collected through the Ripple mapping process can be used many different ways to communicate your successes and to elevate your program not only at the community level – but also to your stakeholder partners, collaborators and other individuals, organizations and entities, for the purpose of strengthening and building the capacity of FRTEP.*

## Themes and Subthemes

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For the Shoshone (Duck Valley) Tribe and community, the impacts, effects, and benefits could all be found within the following five program priority areas and subthemes are listed here. On pages 4-9, you will see the same priority areas, subthemes with individual stories collected directly from the transcript.

### **1. Indian Farmer and Rancher Productivity and Management**

- Support for Ranchers

### **2. Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction**

- Education
- Healthy Food Choices

### **3. Natural Resource Conservation and Bio-energy Development**

- Sustainability Efforts

### **4. Tribal Youth and 4-H**

- Artistic expression
- Exercise
- Family Engagement
- Gardening & Nutrition
- Intellectual Engagement
- Life skills
- Medicine
- Personal Growth
- Social Connections & Community Engagement
- Tribal Culture
- Barriers

## Themes, Subthemes and Stories

Theme	Sub-Theme	Statement
<b>Indian Farmer and Rancher Productivity and Management</b>	Support for farmers	I've worked with [the agent]. I'm actually a compliance officer for the... Tribes in the agriculture department. [The agent] and I have done a few projects, I guess you could say. We have a... virus in one of the fields, so we had to do a lot of monitoring, soil sampling and what not, and figure out what the grower can do to alleviate the problem. We had to go do the soil sampling. I didn't have the equipment to do the soil sampling, so she and I wandered the fields in the cold. Cold, cold walks. The [virus] is just specific to potatoes, but it can live in different types of vegetation. No matter what you do, you can never really completely get rid of it... we're doing more soil sampling and then quarantining fields so that it doesn't spread.
<b>Indian Farmer and Rancher Productivity and Management</b>	Support for ranchers	Okay. My story will be about the vaccination schedule that the Extension office has been able to help us out with. We've come up with a vaccination schedule for our calves so that we could be able to market our cattle better, so that's been real helpful. They've been able to coordinate setting up meetings with potential buyers. We're kind of transitioning from the traditional sale at the stockyards or sell ourselves to our cattle buyer, to, now, they're doing online sales. So, really trying to look at how we transition to that. They want more uniformity, so that's what they've been able to help us do.
<b>Indian Farmer and Rancher Productivity and Management</b>	Support for ranchers	I notice it's valuable because our family is now using the new vaccination program so that we can be consistent, so that hopefully our cattle will all look the same if we're selling together, since we're not all on the same ranches. When the ranches do, the smaller ranches run with some of the bigger ranches. If we sell, maybe there will be more uniformity with our cattle when we go to market them. Then, what has been a personal benefit to me or my family is just that there's more marketability with our beef cattle. Then, the last question, what's been most helpful, is that the Extension office here serves as a resource to people of all ages in our community. They provide us with a lot of knowledge. It's very specific to our community, so it fits our needs whether its 4-H, livestock, or agriculture.

Theme	Sub-Theme	Statement
<b>Indian Farmer and Rancher Productivity and Management</b>	Support for ranchers	<p>I've been [artificially inseminating my cattle] since 2015. I was always curious about AI, so I inquired about it through the Extension service here through [the agent]. She got me involved in it. She would come out and give the shots to bring my cattle in sync. Then, we'd go through the catalog and pick out our sires and stuff, and then start breeding. One thing that's I've really gained from this experience is that personal knowledge. There's a lot of recordkeeping involved. We never really kept records on our cattle as much as we do now, so that was an experience for me. Well, the simple fact that [because of help from Extension] I've been able to change traits of my cattle with the AI-ing and make a stronger breed out of my cattle. That all comes back to marketing, too, because a better cattle brings in better prices. The cattle, when they're born, they're up and round because of the traits that we've chosen.</p>
<b>Indian Farmer and Rancher Productivity and Management</b>	Support for ranchers	<p>I'm a cattle producer. Yes. I'm going to talk on the fact that [the agent] helps us a great deal in the cattle deal. She put on quite a few cattle seminars. Learn different things such as stuff with cows, with reproduction. She does seminars for us, little programs that she puts on, what they classify as a beef school. We've learned what to vaccinate for, when to vaccinate. Some of the things that they've brought, she's brought lots of veterinarians in and helped us with how to, how should I say, help birth calves and stuff like that, which is a great deal of help for us. It's just amazing how many things a person that's done cows their whole life has no idea what can be done when you have people that has gone to school forever can teach us. Not saying [the agent] can, but the people that she brings in. She brings in a lot of people through the Extension office. Each one of the people that she brings in is specific to one area of raising cattle. Whether it's with veterinarians or feed experts, all those things like that. It helps us a great deal.</p>

Theme	Sub-Theme	Statement
<p><b>Indian Farmer and Rancher Productivity and Management</b></p>	<p>Support for ranchers</p>	<p>Now, one of the big things that [the agent] has helped us with is one of the other things that we've dropped off on to me is [a mineral] problem that we have on the reservation. We have the [local] mine. [The agent] has gotten with [the mining company], and with me, and we've gone up into the... into the mine area and done quite a few studies to determine where the most [mineral] is concentrated. We found that [a certain kind of] weed was one of the largest and most palatable for cows, and the most dangerous. Because the cows eat the [weed]. It will draw the [mineral] from the ground. As you know, with [that mineral], when they disturb the earth around the [mineral], there was a lot [mineral] in that. So, there's concentrated areas where the [weed] grows the best. When the cow will overeat on the [weed], because they do like it, usually it will be fatal within two to three days. So, we have lost numerous cows in this mine area for years and years and had no idea why until this program that [the agent] set up with [the mining company] come around. We have been going up... and spraying the [weed] now. We lose very, very few cows up there now compared to what we did. That's all been through [the agent]'s program with [the company].</p>
<p><b>Indian Farmer and Rancher Productivity and Management</b></p>	<p>Support for ranchers</p>	<p>This is back on how we use our Extension service in reference to grading on our range unit. What [the agent] does for that is, we'll go out once a year, usually after our beef school occurs in, oh, January to March area, we'll go out and grade bulls. We go to everybody's... where they have their bulls at. We do have the requirements now, which she tracks. The breed that we only allow on our range unit, the particular one is the [list of particular breeds]. That way, we can kind of keep on making sure everybody has some good birth weights and whatnot. There was an issue a long time ago, but ever since then, since we picked up this program, we haven't had anything. We have never had anything in the last few years that I have noticed. Anyway, that's what she does track for us, making sure the bulls aren't running an extra year. They're only allowed to go out three years, even if they're yearlings. So, that's some of the requirements. Then, like I said, we do the grading. [The agent will] go out and then she'll track the entire, every ranch that has their bulls out, and then make sure of all that. Again, that's what we're looking for. We ear brand now, just to also make sure identification-wise and stuff. So, she does a lot for us. We dump [all the recordkeeping] on her.</p>

Theme	Sub-Theme	Statement
<b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b>	Healthy food choices	<p>Well, my story is on the cooking classes. I have attended a lot of them, mostly all of them, and learned a lot of different things, different ways how to measure things and do something different, how you can substitute ingredients. If you don't have something, you can always use something else. The Instant Pot classes was very informative. The holidays treats and stuff that we done, that was a lot of fun. Then, we done a frozen tray meal. It had all of the meat, the vegetables and everything, and you could freeze it and then just pop it in the oven at any time that you want it. I did learn a lot from that. [It's changed how I cook.] I live alone so I don't really have to cook a whole lot, but, yeah, it's given me a lot of different good ideas of how to do things, how to manage your time and do stuff like that. It helps with [budgeting], the grocery shopping and stuff like that, the ingredients that you need or stuff like that. It was a big help.</p>
<b>Indigenous Food Systems for Food Security, Food Safety and Obesity Reduction</b>	Family engagement	<p>The community garden was a huge one with myself and my family. We participated in the community garden here. The things that I took from that and applied into my own home was, we actually ended up planting our own garden at home. We got to the point where we actually built our own raised garden beds this year. Yeah. So, we're improving a lot from it. [The children] hey really appreciated more growing their own food right there, even if it was just the sugar snap peas and the green beans. The corn was super exciting for them to see, but having them be a part of helping plant, helping me weed the garden and then actually harvesting. There was a couple years where we actually canned our vegetables, and they were a part of it also.</p>
<b>Natural Resource Conservation and Bio-energy Development</b>	Sustainability efforts	<p>Mine was the gardening, actually. The best was the trees, because I'm trying to grow trees. [FRTEP] had some really good people speak on trees, very informative, very interesting, all about the soil and what type of trees grow best here for the climate. Of course, [the agent] taught us how to take out a varmint. That was good. I have a little spot that I want to start a little orchard in as soon as I can. My brother came with us, and he's already got his little orchard going. He's got peaches, and apples, and plums, and cherries.</p>

Theme	Sub-Theme	Statement
<b>Tribal Youth and 4-H</b>	Family engagement	So, I've learned how to show a sheep. I learned how to groom it, how to feed it, how to figure out terms to work with it and the right amount of food, and training it, how to show it. Macrame, I won first place last year. Every single macrame I've made, we hang it up in our house and put a plant in it. The cooking, through all of the 4-H projects we've done cooking projects. I've always went home to my mom and showed her what we made... With my [other] responsibility[ies], because I always have soccer, and dance practice, and school and homework. It brings our family together. Because we're always outside together working out in our fields and in our garden and sheep.
<b>Tribal Youth and 4-H</b>	Gardening and nutrition	[Extension inspired gardening] actually helped [my children] ... really appreciate more growing their own food right there, even if it was just the [a few vegetables]. The [vegetable] was super exciting for them to see, but having them be a part of helping plant, helping me weed the garden and then actually harvesting. There were a couple years where we actually canned our vegetables, and they were a part of it also.
<b>Tribal Youth and 4-H</b>	Life skills	[Through 4-H] I really learned how to be a leader, a lot of leadership qualities. Even when I was in high school and stuff like that, when we do big group projects, just kind of out of habit I'd be the one to chirp up and take the front. Because even when I was doing that, we'd do these really big groups and I'd always be the one up there talking to all the kids in all the groups and directing everyone. I use those qualities about everywhere, at my job especially, now, too. I'm a surveillance officer for the casino out here. I [also] actually just became a wildland firefighter. Especially in wildland [I use the skills I learned as a camp counselor], because wildland is all about communication. You've got to talk to your team. You've got to let them know what's going on, because you can't let that fire escape. Because if that fire escapes, it could be getting to that town that's just right down the hill.
<b>Tribal Youth and 4-H</b>	Life skills	My kids have all taken 4-H, primarily their livestock programs with lambs. What was really helpful to us is [that the agent] taught a lot of [the life skills]. She would come to our house and really work with the kids individually. She would kind of pretend like she was a judge, so the kids knew exactly what to prepare for when they were in the show ring.



Theme	Sub-Theme	Statement
<b>Tribal Youth and 4-H</b>	Social connections and community engagement	So, I was a teen camp counselor for about six or seven years. I was also a camper for about the same. It was just really cool to be a counselor, help out all the young kids that go to camp. They really look up to you like that. They always remember you, too. Like even when I was a kid, I still remember a lot of my camp counselors and stuff. They really do. They really do look up to you, even still now. I haven't been a counselor for about two years, and I still get kids running up to me like, "Oh. Hey. Do you remember me? You were teen camp counselor," and stuff like that. Yeah. It's really cool.

